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LATIN LEAFLET

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of Latin teaching in the high schools of Texas

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FORT WORTH NUMBER

Annie Laurie Walker, Editor



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SALUTATORY.

At the November meeting of the Texas Classical Association, it was decided that *The Latin Leaflet* should be prepared from time to time by the classical teachers of different Texas cities. The duty fell first to the lot of Fort Worth.

The Fort Worth editors greet the readers of *The Latin Leaflet*, and wish to express the hope that each of them may find in the pages of this issue something of individual interest.
—A.L.W.

LATIN TOURNEY.

INVITATION.

When? April 4, 1924.
Where? Dallas, Texas.
Contestants? Whosoever will.

RESPONSE.

One hundred and eighty pupils from twenty-five schools entered the written contest in Dallas. Eighty-five essays were submitted. Altogether, thirty-four schools entered the lists. Many sent essays where distance prevented the sending of pupils. Letters of inquiry came from

every section of the State and even from places outside of Texas.

At 11 o'clock pupils and teachers registered at Forest Avenue High School. Lunch was served in their honor at 12 o'clock in the school lunch room. At 1:30 the pupils retired to the study halls where they struggled with the written tests for three long hours.

After having pictures made for the *Dallas News*, the party started at 4:30 on a tour of the city that ended at the North Dallas High School. Here a banquet was served to three hundred and fifty guests. In working out the details for both banquet and luncheon the Latin departments were materially aided by the combined help of the Mothers' Clubs of the four Dallas high schools. A program was given during the progress of the dinner, special features being a gladiatorial combat, a scene from the *Mostellaria*, and a Greek dance. After the banquet prizes were announced.

PRIZE WINNERS.

I. Essay—Frances Booth, North Dallas High School.

II. January Beginners: Individual—Ida Gilden, Junior High

School, Fort Worth. School—Junior High School, Fort Worth.

III. September Beginners: Individual—Beverly Holland, Denton High School. School—North Dallas High School.

IV. Second Year: Individual—Roberta Coffin, North Dallas High School. School—Central High School, Fort Worth.

V. Third Year: Individual—Elizabeth Loesewitz, North Dallas High School. School—Oak Cliff High School, Dallas.

VI. Fourth Year: Individual—Joel McCook, North Dallas High School. School—North Dallas High School.

COMMENDATION.

"I think the Tournament accomplished a real good for the cause of Latin and better than that, for the cause of sound education in our part of the world."—Dr. W. J. Battle.

In favoring the continuance of Latin meets, Dr. J. F. Kimball said in effect that scholarship could be improved with the incentive of visible rewards and present applause. This incentive, he said, is largely responsible for the prominence of athletics in the American high school.

—A.L.W.

CLASSICAL ASSOCIATION.

On Saturday, April 5, the regular spring meeting of the classical section of the Texas State Teachers' Association was held in Dallas. Dr. Battle's illustrated lecture on Greece was very much appreciated. Miss Margaret Cotham of the State Department of Education led a round table discussion which emphasized the needs of the smaller schools and the interest shown in the Tournament effort. Plans were discussed and recommendations made that similar meets be held at several district centers during the spring of 1925.

In resolutions adopted, genuine appreciation was voiced for the enthusiastic support given by the principal of the Forest Avenue High School, Wylie A. Parker, and all conceded that the success of the initial Latin Tourney for Texas was due

in a large measure to the ceaseless coöperation and executive ability of the district supervisor of the Dallas city schools, E. B. Cauthorn.

—A.L.W.

SOME OBSERVATIONS ON MEDIAEVAL LATIN.

Much of mediæval Latin is well worth studying. Especially is this true of the poetry, which is written on a great variety of themes—domestic, political, social, religious—and in many different meters. Not a few poems appear in rhyme, and this is generally more appealing than blank verse.

If wisely selected specimens of Latin poetry of the tenth and eleventh centuries should be properly edited and placed in the hands of high-school and college students, the experiment would make Latin studies more attractive and the language more assimilable. Present-day attitudes of students toward Latin are apt to be unfavorable, ranging from indifference to bitter hostility. Such attitudes may be softened by a judicious alternation or mixing of classical Latin, written by Romans before Christ, with mediæval Latin composed only half so long ago.

The choicest Latin poetry of the Middle Ages was the work of German monks and nuns, and dates back to the close of the Carolingian and the beginning of the Saxon period. These authors were connected with monasteries that were for centuries the main means of the transmission of culture in Europe. The foremost of these institutions were St. Gall, Tegernsee, Fulda, and Reichenau; and the first-named furnished the plurality of poets.

Three monks named Notker taught in succession at St. Gall. The first, called Balbulus (the Stammerer), was the inventor of the *sequentia*, a new species of religious lyric, and wrote a metrical biography of that monastery's founder. Balbulus is thus characterized: "Delicate of body but not of mind, stuttering of tongue but not of intellect, . . . a vessel of the Holy Spirit without equal in his time." In rude English his "Easter Hymn" is as follows:

Nature glorifies
Him, our Savior, risen from the
gloomy grave;
Flower and planted field
Are to life anew awakened;
The choir of birds,
After winter's hoar-frost, sings its
joyful song.

Beam brighter now
Sun and moon that were bedimmed
by Jesus' death,
And, in living green,
Earth is praising Him arisen;
Though, when He died,
Muffled quakings seemed to say its
end had come.

Notker III., whose nickname was Labeo (thick-lipped), and who came 100 years later than Notker I., is celebrated for his translations of his own tongue into Latin. Koegel says he was one of the greatest stylists of German literature.

Ekkehard I., of St. Gall, is noted for his wonderful Latin version of the Lay of Walter of Aquitaine, the *Waltharius manu fortis*. This is a poetical and romantic account of the elopement of the hero with his betrothed, Hildegunde, from the Hunnish camp, where they had been held as hostages. Not many passages in any literature are more beautiful than that which portrays the alternating vigils of hero and heroine through an anxious night in a secluded, cliff-surrounded glen, where they expected the arrival of their bloodthirsty pursuers.

Hroswitha (circa 935-1002), a nun of the Saxon monastery of Gandersheim, was the first German poetess. She was called "Clamor Validus" (the Mighty Voice), and the "Nightingale of Gandersheim." Hroswitha was from girlhood ambitious to contribute something to the glory of God. Her best known works are six legends, vivified by dialogue, but she named them dramas. They were intended to offset the influence of Terence, whose young women fall a prey to men of evil designs. Hroswitha's heroines are tempted and endangered but are always miraculously saved, God and Jesus sometimes appearing for this purpose. There is a theory that Shakespeare is somewhat indebted to this author.

Walahfried Strabo (the Squint-eyed), was taught at Reichenau and Fulda. He is praised in verse by his

instructor Hrabanus Maurus (perhaps the most eminent educator of his time), for his faithfulness in guarding the monastery. Some of Walahfried's poems remind us of the *Bucolics* of Virgil. His most famous is "Hortulus," dedicated to Grimaldus, another of his teachers. A beloved occupation of this poet is taking care of his gardens. He presents descriptions of his cultivated herbs, giving their medicinal uses and their names, such as sage, fennel, melons, poppies, rue, and roses. In his view, the rose surpasses all other growths in virtue and fragrance.

Here is an English version of Walahfried's "Commendatio Opusculi de Cultura Hortorum":

"Thy Walahfried presents this book
to thee,
Good father Grimald. Light it weighs,
indeed,
And thou art called, 'tis true, a
learned man;
But treat it not with scorn—my
heart bestows it.

When by the hedge in modest little
garden
Thou sittest quiet, in thy trees' cool
shadows,
Where sunlight breaks through
foliage of the peach.
And fitful plays upon the ground
below,
And while the group of boys and girls,
thy pupils,
Pick off the fruit enwrapped in softest
down
And zealous catch it in the sheet so
ample—
The fruit too big for childish hand to
cover:—
Then read this book, its errors do not
notice,
Let stand whate'er is right, and think
of me,
Beloved father mine. The Master's
blessings
Conduct and help thee find eternal
bliss
Some happy day. May God this
prayer grant!"

—Chas. F. Webb.

ENGLISH AND LATIN COLLATERAL.

As teacher of both Latin and English, the writer is more and more

discovering that English can best be approached from the Latin side and Latin from the English side. For example, in dealing with the short story in its source, what better counterpart for the modern love story can be found than the "Cupid and Psyche" of Apuleius? It comes first (in translation) on the reading list in our course in "The Modern Short Story." In Cupid we have the prototype of the young hero of noble lineage who falls in love with a maiden beneath his dignity and yet in spite of a meddlesome mother, weds the girl of his choice. In Psyche we see the beautiful young girl whose parents despair of finding a husband to suit her. In other words they are seeking to marry her off, as Mrs. Bennett does Elizabeth in "Pride and Prejudice."

In giving a course in English comedy, dealing with its origin, development, etc., one can find no better way than to have the student read three or four of the comedies of Plautus and Terence in translation. He gets an idea of form that will be invaluable in reading the pre-Elizabethan comedies, those of Shakespeare, and those of the Restoration. And the converse of this is true. We have just completed a course in Latin Comedy, reading carefully in class Plautus' "Menæchmi." Along with it we have read Shakespeare's "Comedy of Errors," and have had an uproariously good time. We have learned what kind of imitator Shakespeare was, we have debated the relative merit of the two plays, and have discovered for ourselves another link in the bond existing between our own mother tongue and that most alive yet so-called "dead" language of Rome.

In the fall we read Cicero's "De Amicitia" and followed the same plan of collateral study. The essays on friendship by Bacon, Thoreau, and Emerson were assigned for outside reading and reports made on the similarities and differences found. One of the questions asked on the final examination was: Cite three epigrams from the "De Amicitia" with corresponding parallels from Emerson's "Essay on Friendship." Such answers as these came from the students:

- (1) Cicero—*Sublata enim benevolentia, amicitiae nomen tollitur.*

Emerson—The other element of friendship is tenderness.

- (2) Cicero—(*Amicitia*) *ita contracta res est et adducta in angustum ut omnis caritas aut inter duos aut inter paucos iungeretur.*

Emerson—It (friendship) cannot subsist in its perfection betwixt more than two. I find this law of "one to one" peremptory for conversation, which is the practice and consummation of friendship. Do not mix waters too much.

- (3) Cicero—*Quid dulcius quam habere quicum omnia audeas sic loqui ut tecum?*

Emerson—A friend is a person with whom I may be sincere. Before him I may think aloud.

- (4) Cicero—*In amicitia autem nihil fictum, nihil simulatum est et, quidquid est, id est verum et voluntarium.*

Emerson—We talk of choosing our friends, but friends are self-elected.

As a result of our comparative studies, English means more to the student because of his Latin background, and Latin means more to him because he can see it as one of the important sources of his own literature.

—Eula B. Phares,
Texas Christian University.

GOOD LATIN TEACHERS OUGHT TO KNOW LATIN

No Latin teacher alive knows enough Latin to pass the whole of a summer vacation away from Latin without loss. The easiest way to keep up one's scholarship and to heighten one's interest is to do a course of reading. The books can be bought, or, if that is not practicable, can be borrowed from a library. To own them is much better, for one can then make notes in them and the sense of possession adds to one's self-respect.

It is much better to read with an object in view than merely to browse. For example, one might determine to know Virgil intimately.

To know Virgil as a bucolic poet would come first, naturally. Of course to read the Eclogues is the

essential thing. Reading the Eclogues leads inevitably to the reading of Theocritus, in Greek if possible, if not, in Lang's or Calverley's translation. One next wants to see what bucolic poetry arose in English from Virgil, and so one thing leads to another. Now bucolic poetry may seem to some too artificial to be interesting, but in reality it possesses a curious charm.

After Virgil the pastoral poet comes Virgil the poet of farm and ranch. The Georgics are not Cowboy Ballads, but they enshrine nevertheless some of the most exquisite art in any language.

By the time the Georgics become a possession forever, there may not be enough of the summer left to read the whole of the Aeneid, but one's appreciation for Virgil will surely now mark this greatest of Roman poems, the noblest embodiment of the Roman spirit, as the objective for next summer, if not for next winter in spite of all the demands of one's teaching.

Better than home reading is class-work at some summer school. Class-work has the great advantages of companionship and enforced regularity. Summer schools offer other things too—change of scene, new friends, new books, lectures—not to list more. The experience is worth the cost. As to choice of school, there are admirable ones north, east, south, and west. One does not, in fact, have to leave Texas at all.

—W.J.B.

THE NEED OF LATIN TEACHERS

There's no denying it—there's a shortage of Latin teachers. The cry comes from all over the country, especially in the West and South. Perhaps because the notion got abroad that Latin study was on the decline (which is not true), fewer people have been going into Latin as a profession lately. Teachers might well call their brighter pupils' attention to this, especially seniors going to college next fall.

—W.J.B.

SODALITAS LATINA

The Latin Club of the Fort Worth Central High School was organized October, 1918, with thirty-nine char-

ter members. Of this number at least thirty-four were girls. Today the club has an enrollment of seventy-eight, of whom twenty boys are active and interested members. The club colors are Roman purple and gold; the flower, any yellow flower; the motto, "Vincit qui se vincit."

While the purpose of the club is primarily for entertainment, the programs are always based on Latin or classical subjects, even the parties having some educational value. The club is very much indebted to the *Classical Journal* for games and contests and suggestions.

Our Valentine party is among the most enjoyable events of the year. At the one of 1923 a prize was offered for the best original love story written in Latin. Five stories were offered. They were read to the club and the members decided by vote, which was best. A short love story was written on the board for sight reading and a prize was given to the one finishing the translation first. Valentines, candy hearts, and apples were distributed to all present. This year we had a contest on famous lovers.

Our Halloween party was also much enjoyed. After one of the members had made a talk on oracles and another had given the history of the Cumaean Sibyl, the Sibyl herself was introduced and then retired to her cave, where she was consulted by groups of ten. She had little cakes with a place card stuck in each, and on each card was printed a fortune. Those she distributed to her votaries and answered questions. Meantime the other children were amused by playing "Ghosts" with Latin words.

On our programs we have talks on classical subjects, readings and debates, songs and rounds. Among the talks have been "Roman Games" by Miss Annie Laurie Walker; "A Day in Rome," by Miss Stevens of the Central High School, both illustrated by lantern slides; "The laws that have come to us from Rome," by Mr. Rhinehart Rouer, a prominent lawyer.

We have given only two entertainments for money. One was "An Evening With the Muses," obtained through the *Classical Journal*; the other, the Caesar motion picture, rented through the University of Texas.

Our club meets every other Wednesday until the first meeting in May, when we close with a "Cæsar Party." This is merely the game of "Hearts," to which the word Cæsar happily lends itself and gives a Latin flavor.

The club is not an honor club, it is to popularize Latin and anyone taking Latin may belong to it.

—Lily B. Clayton,
Central High School.

WHAT SOME FORT WORTH SCHOOLS ARE DOING.

INITIATION STUNTS AT POLYTECHNIC HIGH.

At the initiation services for the new members of the Junior Latin Club, February 29, all members, new and old, wore their clothes backwards in memory of the Romans who always stuck their verbs on backwards (at the end of the sentence).

The initiation room was but dimly lighted with two candles, and all was shrouded in mystery.

The new members were left in an outside room to study their lesson, which consisted of Nursery Rhymes in Latin, "Humptius Dumptius sedebat in muro," and "Maria, Maria, tota contraria." A few of the older members coached them in their pronunciation, and they were impressed with the need of proving themselves worthy to become members of a body so august. Then they were led, blindfolded, one by one, into the room of mystery, where they were presented to Cæsar's ghost. Refused by him as too young, they appealed to the senate. The senate demanded that they repeat their lessons, and, if they failed, exacted from each one a stunt—the more ridiculous the better.

Accepted by the senate, each took the oath of allegiance, really only a few words from "Te Cano Patria," but it was very impressive to I. A.'s. At this point, each applicant was allowed to shake hands with Cæsar—a chilling experience, as Cæsar had a piece of ice concealed in his palm—and was given a drink from Cæsar's goblet, a sherbet glass containing grape juice. Next the applicant received the sign of the club, a red "L" put on his forehead with water colors; after which he was a full-fledged member.

This first initiation seemed to be a success. The new members were enthusiastic; some even appointed themselves missionaries for Latin. Several have already reported converts among their ward-school friends as prospective pledges for the club next term.

—Annie Lewis,
Polytechnic High School.

CARNIVAL STUNT, A TRIP TO HADES.

Latin teachers are often at a loss to supply stunts from their departments. As a side show at a carnival, my classes arranged a trip to Hades, based on the myths of the lower world.

A basement room without seats, having an entrance and exit, is an ideal place for the show. Pupils, entering one at a time, are blindfolded in a curtained space in front of the door, then led from behind the curtain, and delivered to Charon, the boatman. The blindfolded pupil is directed to get into the ferry-boat (a wheel-barrow), and hold his feet up to keep from getting them wet in crossing the river Styx. A number of narrow, but thick boards, nailed securely about three inches apart, form the river Styx.

After Charon has rushed a candidate across the Styx, he is received by another guide who tells him that he must pass Cerberus, the three-headed dog, before he can enter Hades. A muff placed on the table represents Cerberus.

The next guide tells the pilgrim that he must feel Prometheus' liver, which the vultures have been tearing away for a thousand years, but which grows as fast as it is destroyed. Another guide tells its victim to touch the Hydra which Hercules destroyed. A piece of liver is on the table and a rubber snake to represent the Hydra. Last of all the pilgrim is told that he is to leave Hades in a sun-chariot. A wide board, placed on two large, heavy bottles of the same size, is the apparatus used. A pupil sits at either end of the board; a third helps the victim into the chariot, and tells him to place the tips of his fingers on the guide's shoulders. The pupils at the ends of the board roll it back and forth, while the third pupil gradually stoops down. The pupil in the chariot is told that he is going UP and UP, and is finally asked to jump.

To advertise the show on the outside, ghosts or a boy in Mephistopheles costume with pitch-fork, may move about in the halls and corridors. This stunt has been presented in two different schools and a good sum realized from each performance.

—Lena Austin,
North Side High School.

A ROMAN BANQUET.

A Roman Banquet, with guests in Roman costumes and singing Latin songs, was given by Miss Bessie Plummer at the Polytechnic High School. The meal began impressively with an invocation to Jupiter. Long-haired Iopas played his golden lyre. The wine-bowl was crowned and toasts went round in true Virgilian fashion.

—A.L.W.

THE PLAY, "DIDO."

Dido, the Phoenician Queen, by Dr. F. J. Miller, was presented in pantomime by pupils of the Junior High School on December 6, 1923.

The lines were impressively read by Miss Dickey of the Department of Public Speaking; Mrs. Frank Hammond directed the acting; by skillful manipulation of the spotlight, the principal, Mr. Ernest Parker, increased the effectiveness of the play, even giving the effect of moon and stars in the night scenes; carefully selected stage properties and costumes prepared with meticulous care as to correct details, added to the artistic effect of a pleasing performance.

—A.L.W.

ROMAN LIFE EXHIBIT

Pupils of the Latin Department of the Junior High School have dressed dolls to represent a Roman boy, a Roman girl, and a Roman soldier with helmet, sword, and shield made to scale, and have made models of Cæsar's famous bridge over the Rhine, of war-chariots, ballista, catapult, swords, javelins, etc., ad infinitum. The best piece of work of this kind was done by one of Miss Vance's pupils. An eagle from an old Ford car, perched upon a cone of cardboard and attached to a broom-stick, the whole being coated with gilt paint, made a rather clever imitation of an aquila.

—A.L.W.

A FEW REMARKS ON THE COMPOSITION LESSON.

The best time to prepare pupils to do good composition work in second-year Latin is while they are studying first-year Latin, as it is then that declensions, conjugations, and principles of syntax should be mastered. In order, therefore, to insure in the composition work of the second year a pleasant and profitable season for our pupils, and a peaceful and unruffled one for ourselves, we should begin at the first of the year when they are wrestling with first year Latin. To secure best results, the major part, if not all, of the work in changing English sentences to Latin during the first year should be done in class, that part of the hour being used as a supervised study period. This method prevents a pupil from repeating an error throughout an exercise, precludes his borrowing a neighbor's paper, copying the sentences, and handing them in as his own, and more important still, leads him to depend upon his own thinking and efforts.

In the Training School of Texas Woman's College, we are this year using one of the delightful recent texts in first-year Latin and hope to follow it next year with the second book of the same series, but at present in the second-year work we are following the old program of Cæsar with one regular composition lesson per week. I cannot in this short space give my method of conducting a composition lesson, but may suggest a plan that I have found of value in arousing interest in composition work: At the beginning of a lesson I often place on the board in Latin three or four questions which bring out the main historical facts of the lesson just preceding, and ask all to go to the board and answer them in Latin. This stimulates interest in the story of the Cæsar, which is often overlooked in a desire to master syntax, makes new words stick better, and fixes forms as well. For reasons that are evident, I sometimes base these questions on the lesson for that day, or, if the lesson for the next day is especially difficult, I build my questions on that day's work and give them out with the assignment. As the questions are simple, they often prove of help in the translation. I find that pupils who have the proper foundation enjoy the composition les-

son fully as much as they do the translation lesson.

—Mrs. Katherine Ball,
Texas Woman's College.

—o—
VALEDICTORY.

It is too much to hope that the readers of *The Leaflet* may derive as much pleasure from the perusal

of its pages as the Fort Worth editors have had from compiling them.

In vacating the editor's chair for our successors, our swan song shall be:

"Others may sing the song,
Others may right the wrong,
Finish what we begin,
And all we've failed of, win."

—A.L.W.

UNIVERSITY OF TEXAS

SUMMER SESSION 1924

COURSES IN GREEK AND LATIN

First Term, June 7 to July 19

Greek 199. The Greek Element in the English Language. A study of English words derived from Greek. Intended for people who have had no Greek. MISS KATHRYN BOWEN, Baylor College.

Latin B. Cæsar or Cicero. MISS ANNA GARDNER, Fort Worth High Schools.

Latin 1. Virgil. MISS ANNA GARDNER, Fort Worth High Schools.

Latin 102. First Writing Course. MISS LOURANIA MILLER, Dallas High Schools.

Latin 3. Horace's Odes and Epodes. MISS KATHRYN BOWEN, Baylor College.

Latin 5. Advanced Reading. A term of junior Latin. PROF. ALLEN J. MOON, McMaster University.

Latin 8. Advanced Reading. A term of Senior Latin, or, with additional reading, a term of graduate Latin. PROF. ALLEN J. MOON, McMaster University.

Education 124. Teachers' Course in Latin. MISS LOURANIA MILLER, Dallas High Schools.

Second Term, July 19 to August 30

Latin B. Cæsar. MISS ERNESTINE FRANKLIN, New York City High Schools.

Latin 1. Virgil. MISS ERNESTINE FRANKLIN, New York City High Schools.

Latin 3. Livy. A term of sophomore Latin. MR. H. J. LEON, University of Texas.

Latin 5. Advanced Reading. A term of senior Latin. PROF. D. A. PENICK, University of Texas.

Latin 8. Advanced Reading. A term of Senior Latin, or, with additional work, a term of graduate Latin. MR. H. J. LEON, University of Texas.